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ABSTRACT

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competency in the following area and subareas: organizing and directing a continuous and school-wide program of inservice staff development which includes describing (1) the "what" and "why" of inservice staff development, (2) a plan and procedures for assessing needs and wants for inservice staff development, including principles of adult learning and instructional methods and techniques, (3) the kinds of resources available for inservice staff development, (4) incentives for staff members to participate in educational activities, (5) a plan for effective evaluation, and (6) administrative plan for directing a successful program of staff development. Activities are primarily based on having the learner read suggested material related to the subject. Content is organized as follows: introductory section, terminal objective, summary of content, procedures, specific objectives, suggested resources, and learning activities, which include eight simulation exercises. (SH)

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# Organizing and Directing A Program Of Inservice Staff Development

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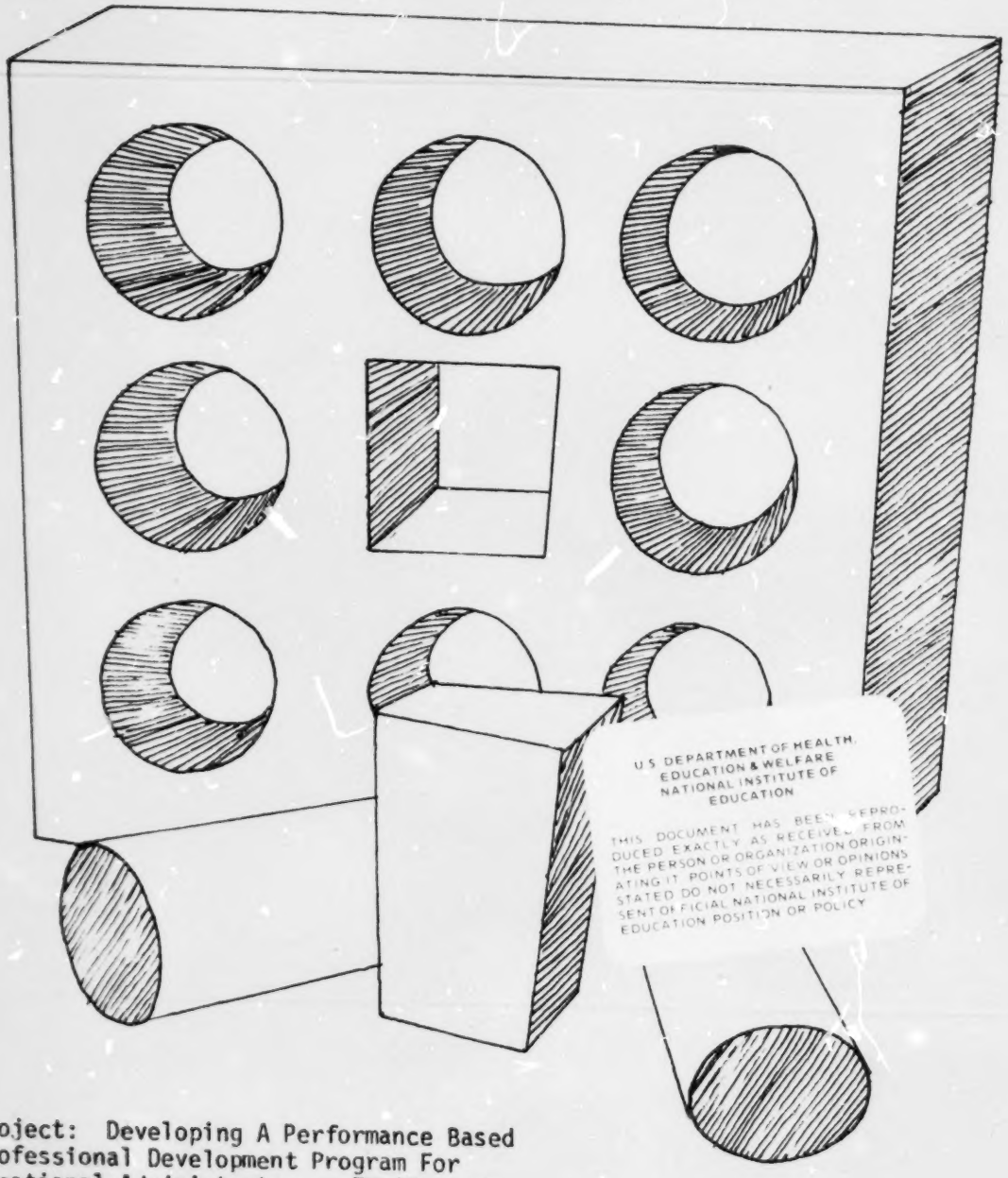

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project: Developing A Performance Based
Professional Development Program For
Vocational Administrators - FY '75-'76
Marshall University
Department of Occupational, Adult and Safety Education
Huntington, West Virginia 25701

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CE 012 207

Instructor's Guide for the
Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

## INTRODUCTION

As an administrator of vocational education, you will inevitably become involved in in-service staff development. You may be asked to chair a committee for curriculum revision, mandated to implement new curricular contingencies (e.g., metric measurement), approached by a staff member for some released time to attend a workshop, asked to present a conference for your peers, or even just ordering a couple of new professional reference books.

As the once popular ballad said, "The times-they are a changing". Change in vocational education is inevitable - nay, encouraged. Advances in technology require updating of curriculum. Advances in learning and teaching necessitate the acquisition of more knowledge and new skills by teachers, counselors, administrators, and others. To accomodate changes in content and process, practicing vocational educators in local educational agencies must be constantly encouraged, released, directed, and rewarded to not only keep up to date but even to keep one step ahead.

This packet contains learning activities which will develop your competence in putting a program of inservice education together, and then pulling it off. The program you create will operate continuously throughout the school year. In addition, the program will include and involve everyone within your school or institution, including yourself, who are working toward meeting your school's goals and objectives for vocational education.

Your inservice program will differ from the more traditional mode. In addition to the formal approach of 4 or 5 large group meetings over the year, you will include informal means by which educators change their professional behaviors. These may include self-instructional packages (such as this one), conduct of applied research, learner feedback, and others.

The need for effective inservice staff development has never been greater. So also, your need for competency in inservice education is vital. This package can help give you a start. But be mindful that you will need to constantly search for more inservice on inservice.

TERMINAL OBJECTIVE

THE FOLLOWING IS WHAT YOU WILL BE CAPABLE OF DOING UPON SUCCESSFUL COMPLETION OF THIS PACKET.

The learner will demonstrate the ability to organize and direct a continuous and school wide program of inservice staff development which includes:

(1) Describing the "what" and "why" of in-service staff development.

(2) Describing a plan and procedures for assessing needs and wants for inservice staff development.

(3) Describing the kinds of resources available for inservice staff development.

(4) Listing and describing the principles of adult learning.

(5) Demonstrating instructional methods and techniques for adult learners.

(6) Describing incentives for staff members to participate in educational activities.

(7) Describing a plan for effective evaluation of a program of inservice staff development.

(8) Describing an administrative plan for directing a successful program of staff development.

Content

In this packet you will find:
Learner Competencies
Learning Activities
Simulation

In the Learning Activities you will find Tasks with accompanying Activities, questions to answer, self-tests to help you measure your progress, model answers, and sources of additional information for your continuing development.

PROCEDURES

Read the INTRODUCTION AND TERMINAL OBJECTIVE.

-If you feel you already have the competencies described in the Terminal Objective, proceed directly to the Simulation. This will serve as your final evaluation.

-If you are unsure as to which competencies you need, proceed to the Simulation. Upon completion, decide which competencies you need to develop, and proceed selectively through this packet by doing those Tasks which will develop needed competency. For final evaluation, confer with your instructor.

-If you need to develop all or most of the competenices, proceed directly through this Packet, and culminate with the Simulation.

LEARNING COMPETENCIES

You will have competence in the following areas of inservice staff development.

(1) Describe rationale and characteristics.
(2) Assess needs and wants.
(3) Identify resources.
(4) Use principles of adult learning.
(5) Use appropriate instructional methods and techniques.
(6) Facilitate incentives for participation.
(7) Evaluate program effectiveness.
(8) Administer a program of activites.

OBJECTIVES

Upon completion of this packet, you will demonstrate competence in the following tasks of inservice staff development evidenced by satisfactory completion (as judged by the instructor) of the Simulation.

I. Describe the rationale for, and the characteristics of inservice staff development.
II. Prepare a plan, procedures and instruments for assessing needs and wants.
III. Describe the kinds of resources for inservice education.
IV. Describe the principles of how adults effectively learn.
V. Demonstrate instructional methods and techniques appropriate for the adult learner.
VI. Describe personal incentives for participating in inservice education activities.
VII. Prepare a plan and procedures for evaluating inservice staff development.
VIII. Prepare a model plan for administering and directing a year-long and school-wide program of inservice staff development.

RESOURCES:

Instructor; Professor ?

Books and Publications:

Abt, C. C. How to Brief People. Training in Business and Industry, September 1972, pp. 50-54 & 58-60.

Davies, D. R. & C. D. Armistead. Inservice Education: Current Trends in School Policies and Programs. 1975, Arlington, Virginia: National School Public Relations Assn., 1801 N. Morre St., ($6.75).

Davis, L. N. & E. McCallon. Planning, Conducting and Evaluating Workshops: A Practitioners Guide to Adult Education. 1974, Austin, Texas: Learning Concepts, 2501 N. Lamar, 78705.

_____. Delivering Vocational Instruction to Adult Learners. Springfield, Illinois: Department of Adult, Vocational & Technical Education, 100 No. 1st St., 62777, (Developed in cooperation with H. G. Miller and J. F. Huck of Southern Illinois University - Carbondale.) 1976.

Edelfelt, R. A. & M. Johnson (Eds.). Rethinking In-Service Education. 1975, Washington, D.C.: National Education Association.

Finnegan, H. (See Frymier, J. R.)

Frymier, J.R. (ED.). Theory Into Practice-I. October 1972, Columbus, Ohio: Ohio State University, 242 W. 18th Ave., 43210; ($1.50).

Galloway, C. M. (Ed.). Theory Into Practice-II December 1972, Columbus, Ohio: Ohio State University, 242 W. 18th Ave., 43210; ($1.50).

_____. Improving School Staffs: An Administrators Guide to Staff Development. 1974, Arlington, Virginia: American Association of School Administrators, 1801 No. Noore St., 22209, (Vol. III of the AASA Executive Handbook Series).

BOOKS AND PUBLICATIONS: (Cont.)

Ingalls, J. D. A Trainers Guide to Andragogy: Its Concepts, Expereince and Application. 1973, Washington, DC: Superintendent of Documents, U.S. Govt. Printing Office, 20402; (A publication of the U.S. Dept. of Health, Education and Welfare; Social and Rehabilitation Service).

Keller, L. J. Career Education In-Service Training Guide. 1972, Morristown, NJ: General Learning Corporation, 07960.

Kozoll, C. E. & C. Ulmer. In-Service Training: Philosphy, Processes, and Operational Techniques. 1972, Englewood Cliffs, NJ: Prentice-Hall, Inc.

McCallon, E. Workshop Evaluation System. 1975, Austin, Texas: Learning Concepts, 2501 No. Lamar, 78705; ($6.95).

_____. Monticello Model for Inservice Staff Development. 1976, Springfield, Illinois: Dept. of Adult, Vocational and Technical Education, Illinois Office of Education, 100 No. 1st St., 62777; (Developed in cooperation with Monticello Community Unit Dist. No. 25 in Monticello, Illinois.

Norton, R. E. In-Service Education: Vital to Career Education Delivery. 1972, Columbus, Ohio: Center for Vocational and Technical Education, 1900 Kenny Rd., 43210.

Olson, R. F. & I. H. Millgate (See Galloway, C. M.)

Rees, K. C. & T. Boldrey. The CIOEDC Goals Setting Conference. 1975, Joliet, Illinois: Joliet School Dist. No. 204.

Rubin, L. J. (Ed.) Improving In-Service Education: Proposals and Procedures for Change. 1971, Boston, Mass: Allyn and Bacon, Inc., ($9.50).

For information on other comtemporary topics of inservice staff development, see the following.

COLLECTIVE BARGAINING:

Luke, R. A. Collective Bargaining and Inservice Education. Phi Delta Kappan, March 1976, pp. 468-470.

COMPETENCY-BASED INSERVICE EDUCATION:

Drummond, W. H. The Meaning and Application of Performance Criteria in Staff Development. Phi Delta Kappan, September 1970, pp. 32-35.

STAFF ATTITUDES TOWARD INSERVICE EDUCATION:

_____. Inservice Education - Teacher Opinion Poll. Todays Education, March-April 1976, p. 16.

Reilly, V.E. & M. H. Dembo. Teachers' Views of Inservice Education: A Question of Confidence. Phi Delta Kappan, October 1975, p. 126.

STAFF INVOLVEMENT:

Grantham, M. L. & C. S. Harris, Jr. A Faculty Trains Itself to Improve Student Discipline. Phi Delta Kappan, June 1976, pp. 661-664.

STUDENT FEEDBACK:

Bost, D. Student Evaluation of Teachers: Welcome. Phi Delta Kappan, May 1976, back cover & p. 640.

Gray, F., P. S. Graubard & H. Rosenberg. Little Brother is Changing You. Psychology Today, March 1974, pp. 42-45.

Tuckman, B. W. Feedback and the Change Process. Phi Delta Kappan, January 1976, pp. 341-344.

LEARNING ACTIVITY I

Task I

DEFINE INSERVICE STAFF DEVELOPMENT BY (a) DESCRIBING THE CHARACTERISTICS OF INSERVICE STAFF DEVELOPMENT, AND (b) DESCRIBING WHY INSERVICE STAFF DEVELOPMENT IS IMPORTANT. (This will be submitted to, and evaluated by the instructor.)

I-A

Read pp. 5-17 of Improving Inservice Education entitled "In-Service Education of Teachers: A look at the Past and Future."

I-B

Having read the material in I-A, demonstrate your comprehension of the material by listing and describing, in written form:
(a) the characteristics of inservice education, and
(b) the reasons why inservice staff development is important.

I-C

Check your progress and enhance your understanding of the "what" and "why" of inservice staff development by comparing your responses in I-B with the attached POLICY ON INSERVICE STAFF DEVELOPMENT.

If you have successfully completed this Task, proceed to LEARNING ACTIVITY II.

If you need additional knowledge or skill, read Chapter 1 of Rethinking In-Service Education entitled "In-Service Education: The State of the Art."

If you feel you still need more information to complete the Task, see your instructor to develop a plan of additional instruction.

For enrichment see:
"Into Thy Hands....Staff Development!"
by H. Finnegan in Theory Into Practice-I.

## POLICY ON INSERVICE STAFF DEVELOPMENT

The continuous improvement of instruction is a concern of each practicing educator as well as a collective concern of all of education. One aspect of the process of improving the quality and expanding the scope of education is through efficient and effective programs of inservice staff development. Such a program must be in concert with certain inherent needs.

1. These is a need to help all staff members to improve the quality of instruction. Learning is a complex and multifaceted activity about which there is much to be learned.

2. There is a need to help all staff members stay abreast of the "knowledge explosion" in their particular subject matter as well as in the art and science of education.

3. There is a need to help all staff members to achieve a higher level of communication with each other.

4. There is a need to help staff members to grow personally as well as professionally.

5. There is a need to provide an institutional climate that fosters and supports professional growth, a program of viable learning alternatives, and released time from regular duties to participate in activities.

The program of inservice staff development must be approached from the standpoint of professional and personal growth; not from the standpoint of remediation of technical deficiencies.

The assessment of individual professional growth shall be kept separate from regular evaluation of faculty members.

Programs of inservice education shall be planned and implemented with the involvement of those who are to participate in the program.

Funds shall be budgeted annually to support the program of inservice staff development.

Each staff member shall be expected to make a personal committment to their own professional growth and development.

The program of inservice staff development shall contribute to meeting the stated goals and objectives of the school.

The program of inservice education shall provide growth opportunities for all who are involved in our educational effort including the Board of Education, administration, instructional staff, counseling staff, health service, food service, library service, transporation service, secretarial & clerical, maintenance, advisory groups, and volunteers.

The program shall be managed by a member of the administrative staff.

LEARNING ACTIVITY II

Task II

PREPARE A PLAN, PROCEDURES AND INSTRUMENTS FOR ASSESSING NEEDS AND WANTS FOR INSERVICE STAFF DEVELOPMENT. (THIS WILL BE SUBMITTED TO AND EVALUATED BY THE INSTRUCTOR.)

II-A

Read Chapter 3 of Inservice Education: Current Trends in School Policies and Programs entitled "Needs Assessment - Content and Structure of Programs."

II-B

Familiarize yourself with the attached IN-SERVICE STAFF DEVELOPMENT OPINIONNAIRE by responding as directed.

If possible, administer this OPINIONNAIRE to 3 or 4 peers. Discuss reactions and results.

II-C

Read pp. 1-5 of The CIOEDC Goals Setting Conference which is attached.

II-D

Using the information from II-C, conduct a mock needs assessment conference with a class of peers or, preferably, with an actual school.

II-E

Prepare a folder containing a proposed plan, proposed procedures, and possible instrumentation for conducting a program of needs/wants assessment in a school. Discuss this program with your instructor.

As you find additional procedures or instruments, add these to your folder for future use.

If you have successfully completed this Task, proceed to LEARNING ACTIVITY III.

If you need additional knowledge or skill, read Chapter 2 of Improving School Staffs entitled "How to Analyze Student, Teacher and Administrator Needs."

If you feel you still need more information to complete the Task, see your instructor to develop a plan of additional instruction.

For enrichment see:
"CONSEL: Confrontation Search Laboratory" by R. F. Olson & I. H. Millgate in Theory Into Practice-II.

LEARNING ACTIVITY III

Task III — COMPILE A LISTING OF RESOURCES AVAILALBE TO A SCHOOL OR INSTITUTION FOR INSERVICE STAFF DEVELOPMENT ACTIVITIES. (THIS WILL BE SUBMITTED TO, AND EVALUATED BY THE INSTRUCTOR.)

III-A — Read the attached IDENTIFICATION OF RESOURCES FOR INSERVICE EDUCATION.

III-B — Using the attached WORKSHEET FOR IDENTIFYING INSERVICE EDUCATION RESOURCES, compile a listing of actual resources available to a specific school or institution. This can be accomplished through one of the following methods.

(a) With your instructor, identify a school administrator you could interview. This interview should be "face-to-face", but could be accomplished by telephone. Within the interview
-relate the purpose for your interview,
-discuss the WORKSHEET, and
-with the administrator's assistance, complete the WORKSHEET for that particular school.

OR

(b) Complete the WORKSHEET based on your own experience as a teacher or administrator.

Your completed WORKSHEET should then be discussed with the instructor.

III-C — As you continue through this Packet, through other packets, and through other experiences, you will discover other resources. These should be added to your WORKSHEET to provide a "ready reference" while on the actual job.

When you have successfully completed this Task, proceed to LEARNING ACTIVITY IV.

For enrichment review:
Monticello Model for Inservice Staff Development.

## IDENTIFICATION OF RESOURCES FOR INSERVICE EDUCATION

Most schools and institutions have numerous and varied resources for inservice staff development at their disposal. Too often, however, school administrators think only of the more traditional resources such as college courses, state supervisors, or consulting firms. These are viable resources, but other resources should be identified and utilized to provide a rich and varied program of inservice education which will meet the individual needs and learning styles of staff members.

The resources available to a local education agency can be either "internal" or "external". Internal resources are those available from within the school itself. External resources are those which come from outside the district or institution. Too often, schools only look externally for all resources for inservice staff development, when the most efficient and effective staff development can and does take place right within the school.

Whether internal or external, there are basically four types of resources. These include activities, materials, consultants, and money. From the standpoint of <u>internal</u> resources, these four types may be described as follows.

1. Activity - This includes such things as curriculum writing committees, beginning-of-year meetings, special meetings for first year teachers, and other activites which take place within the school.

2. Material - This includes material of all media which staff members can use including newly acquire curriculum materials, catalogs, films, committee reports, individualized learning activity packages, and other materials retained within the school.

3. Consultant - Internal consultants are those staff members who have expertise on specific topics or in certain subject matter areas. Internal expertise may currently be available, or may need to be developed for availability later.

   Schools are encouraged to foster the development of internal consultants. Most of the expertise needs of a school can be remedied by the development of two or three knowledgeable persons who can share their expertise with the remainder of the staff as needed.

4. Money - These are funds authorized and appropriated by the board of education or other governing body for use in staff development activities. Examples include funds for staff travel, substitute teachers, and purchase of materials.

Examples of types of external resources include the following.

1. Activity - College course, state or regional workshops & conferences, demonstration sites, conventions, and others.

2. Material - Regional curriculum and material centers, various libraries, commercial publishers, business/industry materials, and others.

3. Consultant - Consulting firms, publisher representatives, state office personnel, college & university professors, staff members from other schools, industrial representatives, and others.

4. Money - County or regional agencies, state office, educational foundations, business/industry, and others.

## Worksheet on Identifying Resources for Inservice Education (with examples)

| Type of Resource | INTERNAL | EXTERNAL |
|---|---|---|
| 1. Activities | (5 staff meetings during the year) | (EDUC 501 on Advanced Teaching Methods offered by Marshall Univ. in the geographic area.) |
| 2. Materials | (Teacher-education package on metric measurement.) | (Film on "Enhancing Self Concepts" available from state film library.) |
| 3. Money | ($600 budgeted for substitute teachers) | ($1,000 available from regional education office.) |
| 4. Consultants | (Francis Smith - expertise in writing measurable objectives.) | (Tony Jones of School Publishers Inc. on curriculum for semi-conductor technology.) |

Attached additional sheets as necessary or use separate sheet for each type and source of resource.

LEARNING ACTIVITY IV

Task IV

LIST AND DESCRIBE THE FIVE PRINCIPLES OF ADULT LEARNING AT THE 95% LEVEL AS JUDGED BY THE INSTRUCTOR.

IV-A

Read pp. 13-26 of Planning, Conducting and Evaluating Workshops entitled "Working with Adult Learning."

IV-B

Complete the programmed instruction exercise on pp. 8-20 of Delivering Vocational Instruction to Adult Learners which is attached.

IV-C

Assume that you have asked a teacher to conduct a 2 hour workshop on some topic. While preparing for the workshop, the teacher asks you, "How should I organize and conduct this workshop in order to have the greatest impact on the other teachers attending the workshop?" Prepare a set of notes with which you could orally respond to this question.

IV-D

Orally give your response to the instructor.

If you have successfully completed this Task, proceed to LEARNING ACTIVITY V.

If you need additional knowledge or skill, read pp. 5-9 in A Trainers Guide to Androgogy (the art and science of teaching adults) by Ingalls.

If you feel you still need more information to complete the Task, see the instructor to develop a plan of additional instruction.

For enrichment see other sections of:
A Trainers Guide to Androgogy by
J. D. Ingalls.

LEARNING ACTIVITY V

Task V

DEVELOP A REPERTOIRE OF INSTRUCTIONAL METHODS AND TECHNIQUES FOR EDUCATIONAL ACTIVITIES APPROPRIATE FOR ADULT LEARNING BY DEMONSTRATING ANY THREE TECHNIQUES BEFORE A CLASS OR GROUP.

V-A

Read pp. 123-149 of Planning, Conducting, and Evaluating Workshops entitled "Methods Primer."

V-B

Develop three detailed lesson plans utilizing three instructional techniques or methods which you have never used before or for which you feel you need additional practice or competency. Prepare these lesson plans on any topic or topics with which you feel comfortable. Submit your lesson plans to the instructor for review and comment.

V-C

Enact your lesson plans with a group of peers, a class, a micro-teaching situation, or with an actual group of staff members such as within a school workshop.

V-D

Request feed-back from each group on each technique demonstrated as to how you could improve your performance.

If you have successfully completed this Task, proceed to LEARNING ACTIVITY VI.

If you need additional knowledge or skill, re-read the material in V-A above or consult with the instructor to identify one or more resources on the topic of teaching methods and techniques.

For enrichment see:

-pp. 21-26 of Delivering Vocational Instruction to Adult Learners by Miller and Huck.

-"How to Brief People" by C. C. Abt.

LEARNING ACTIVITY VI

Task VI — PREPARE, DESCRIBE AND RANK-ORDER A LISTING OF INCENTIVES OR "PAYOFFS" FOR STAFF MEMBERS TO ENGAGE IN INSERVICE ACTIVITIES. (THIS WILL BE SUBMITTED TO, AND EVALUATED BY THE INSTRUCTOR.)

VI-A — Review Section F of the INSERVICE STAFF DEVELOPMENT OPINIONNAIRE attached to LEARNING ACTIVITY II.

VI-B — Using the information from VI-A above as a guide, conduct a "brainstorming" session with either a class of peers or a group of teachers to answer the question, "Why do practicing educators participate in inservice educational activities?"

VI-C — Using the information from VI-A and VI-B above, prepare a form with which educators can rank their preferences for various types of incentives.

VI-D — Administer the form from VI-C above to a group of peers or practicing educators.

VI-E — Tabulate the result from VI-D above, revise the form as needed, and submit all to the instructor for evaluation.

If you successfully completed this Task, proceed to LEARNING ACTIVITY VII.

If you need additional knowledge or skill, review the Monticello Model for Inservice Staff Development.

If you feel you still need more information to complete the Task, see the instructor to develop a plan of additional instruction.

LEARNING ACTIVITY VII

Task VII

PREPARE A PLAN, PROCEDURES AND INSTRUMENTATION FOR EVALUATION OF A PROGRAM OF INSERVICE STAFF DEVELOPMENT. (THIS WILL BE SUBMITTED TO, AND EVALUATED BY THE INSTRUCTOR.)

VII-A

Read Part III of Planning, Conducting, and Evaluating Workshops entitled "Evaluating the Workshop."

VII-B

Based on the information from VII-A above, prepare a plan and procedures for evaluating inservice staff development which includes:

(1) Data to be collected.
(2) Sources from which data is to be collected (teachers, supervisors, students, etc.)
(3) Judgments to be made based on the data.
(4) Groups to which findings are to be disseminated (school board, staff, etc.)

VII-C

Prepare the evaluation instruments necessary to collect the data desired in VII-B above.

VII-D

If possible, pilot test your plan, procedures and instruments with an actual school, or ask a group of peers to review your materials.

VII-E

Submit your plan, procedures and instruments to the instructor for review and discussion.

If you have successfully completed this Task, proceed to LEARNING ACTIVITY VIII.

If you need additional knowledge or skill, read Chapter 4 of Inservice Education by Davies & Armistead entitled "Evaluation - A Key Component".

If you feel you still need more information to complete the Task, see the instructor to develop a plan of additional instruction.

For enrichment see:
Workshop Evaluation System by McCallon.

LEARNING ACTIVITY VIII

Task VIII

PREPARE A MANAGEMENT PLAN FOR ADMINISTERING A YEAR-LONG AND SCHOOL-WIDE PROGRAM OF IN-SERVICE STAFF DEVELOPMENT. (THIS WILL BE SUBMITTED TO, AND EVALUATED BY THE INSTRUCTOR.)

VIII-A

Read In-Service Education: Vital to Career Education Delivery by Norton.

VIII-B

Read pp. 32-39 of Career Education In-Service Training Guide by Keller.

VIII-C

Based on the above reading, prepare a year-long plan of action for inservice staff development including administrative tasks and educational activities.

VIII-D

Discuss your plan with the instructor.

If you have successfully completed this Task, CONGRATULATIONS! You have completed the competency packet on Organizing and Directing a Program of Inservice Staff Development. Proceed by engaging in the Simulation. This will serve as your final evaluation.

If you need additional knowledge or skill, read Monticello Model for Inservice Staff Development.

If you feel you still need more information to complete the Task, see the instructor to develop a plan of additional instruction.

For enrichment see:
In-Service Training: Philosophy, Processes, and Operational Techniques by Kozoll & Ulmer.

SIMULATION EXERCISE

on Organizing and Directing a Program of Inservice Staff Development

DIRECTIONS:

For this simulation exercise, you are to assume the role of Francis Hall, the Director of Occupational Education for Woodside Hills Public Schools in Woodside Hills, West Virginia.

On the following pages you will find situations to which you are asked to respond. Respond to each situation individually and in the order in which they are arranged. Outline your response for each situation on a separate sheet of paper.

When completed, submit your responses and this Simulation Packet to the instructor for review and evaluation.

Proceed to the first SIMULATED SITUATION.

SIMULATED SITUATION 1:

M E M O R A N D U M

To: Francis Hall, Director
Department of Occupational Education

From: Dr. C. J. Schwartz, Superintendent CJS
Woodside Hills Public Schools

RE: Need for Policy on Inservice Staff Development

At their regular meeting last night, the Board of Education asked what is planned for the 3 "Inservice Days" we have scheduled for the school year. They thought our plans were appropriate, but expressed a desire for doing more to keep our total staff knowledgeable and skilled in educational processes. They would like to adopt a policy endorsing inservice development of our staff. Please prepare, for the Board's review, a statement describing what inservice staff development is, why it is important, and the Board's positive stand on this issue.

SIMULATED SITUATION 2:

M E M O R A N D U M

TO: F. Hall

FROM: Tony Smith, Principal TS
Woodside Hills - Central

Francis,

Some of the teachers in my building feel that the topics for the forthcoming Inservice Days are too basic and elementary for their needs. They say that they have some problems which they need help with right now, and would like to have some inservice help. On the other hand, the District has some topics that they want to pursue. We can't do everything for everybody. Is there some way that I can determine what we should provide in these Institute Days here at Central. We'll need to "boil it down" to 3 or 4 topics of highest priority.

SIMULATED SITUATION 3:

M E M O R A N D U M

TO: Francis Hall, Director
Department of Occupational Education

FROM: Staff Inservice Coordination Committee
Woodside Hills Schools

RE: Sources of Expertise for Educational Activities

Pursuant to your recent memo, we of the Coordination Committee have been in the process of preparing a program of activities which is based on the priority needs for inservice staff development. We currently need assistance in locating sources of expertise which we could tap in putting together a viable program of activities which will provide individual staff members with alternative ways of growing professionally. Would you please come to our next meeting which will be held at 2:30 p.m. in the Teacher's Lounge. We need help in identifying additional sources and resources.

Thank you.

SIMULATED SITUATION 4:

Your telephone rings. You answer it.

"Francis Hall? This is Carrolle Marski calling from Contemporary Publications. We're getting ready to put on that teachers workshop for you next month on our new curriculum guide on Semi-Conductor Technology. During a meeting of our Planning Committee, we realized that we were familiar with how to teach children, but wondered in adults learned in the same way. We want to plan our presentation so that it will have the greatest impact possible on your staff. What principles of how adults learn should we keep in mind as we plan our presentation?"

SIMULATED SITUATION 5:

Your telephone rings. You answer it.

"Francis Hall - this is Marski again. Say, in that workshop on Semi-Conductor Technology - we were thinking that we should have a session in the program on how to analyze job tasks and competencies. We thought that you would be great in leading such a session. We're getting the program typed up now for printing so we need to know what technique or method you might be using to teach this. Could you give me a "thumb nail sketch" of what you would plan to do during that session?"

SIMULATED SITUATION 6:

As you are walking down the hall of the school, a peer approaches you and says, "Francis. Last night during contract negotiations between the Board and the Teacher's Union, the question came up as to why the staff members should participate in inservice activities. Both the Board and the Union feel that continued development of the staff is important - they just want to know what the motivators or "payoffs" are for individual staff members as well as for the staff as a whole. What are the personal incentives for professional growth?"

SIMULATED SITUATION 7:

CITIZENS COMMITTEE ON EDUCATIONAL PROGRESS
Woodside Hills Public Schools
Woodside Hills, West Virginia

Supt. C. J. Schwartz
Woodside Hills Public Schools
Woodside Hills, West Virginia

Dear Dr. Schwartz,

As a recent joint meeting of the Board of Education and the Citizens Committee on Educational Progress, we learned that there are efforts being exerted to enhance the professional capabilities of our instrucational, administrative, and ancillary staff. We heartily endorse this effort. We are all concerned about improving the quality and expanding the scope of education.

The Board asked that we assist in the evaluation of this staff develoment effort. Please send us a copy of the proposed evaluation scheme for this effort. We will be happy to assist and advise in any way deemed appropriate.

Sincerely yours,

Terry O'Brian

Terry O'Brian, Chairperson

Hall -
Please prepare
a response
CJS

SIMULATED SITUATION 8:

STATE DEPARTMENT OF EDUCATION

Francis Hall, Director
Department of Occupational Education
Woodside Hills Schools
Woodside Hills, West Virginia

To whom it may concern:

The West Virginia Department of Education announces the availability of limited funds with which to conduct staff development activities in local education agencies. Funds will be awarded to agencies based on proposals submitted to the State Office.

Before submitting a proposal, each agency is being asked to submit a prospectous for their subsequent proposal. The prospectous should outline proposed plans and procedures in regard to the following concerns. Response to these areas of concern will serve as the basis for review of each prospectous.

1. What is the committment of the local education agency to inservice education?
2. Who will be administratively responsible for implementing the plan for inservice education?
3. How will the staff be involved in planning the program of activities?
4. How will the inservice needs be identified?
5. Will the program of inservice activities cover a school year?
6. How will resources for staff development be identified?
7. How will the staff be encouraged to participate?
8. How will the program be evaluated?

Following review of all prospectouses submitted, selected local education agencies will be asked to prepare the necessary proposal for actual funding.

Sincerely yours,
C B Oldo

C. B. Oldo, Personnel Development